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ABSTRACT

This report is concerned with 3 major problems. The answers to these problems were obtained from the results of 2 surveys. A. The two most serious problems faced by the cross-over teachers (teachers teaching children who differ racially from themselves) in the sample, in rank order, were: discipline and classroom control; and unfamiliarity with students' background, race and/or language. B. The two most pleasant experiences had by cross-over teachers were: personal relationships with staff (black and white); and having children respect the teacher in spite of parental attitudes (black and white). The 2 least pleasant experiences encountered by cross-over teachers were: being ignored (blacks) and discipline problems with little or no support (whites); and discipline problems with little or no support (blacks) and none (whites). C. The most frequently mentioned pointer for principals made by cross-over teachers was: treat faculty members, black and white, as well as students, black and white, the same (blacks); and provide more support with discipline problems (whites). Ten listings are given for each category. (Author/TA)

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PROBLEMS OF CROSS-OVER TEACHERS:
AN OPPORTUNITY FOR CREATIVE PRINCIPALS

A Research Report

Presented At

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CLEVELAND, OHIO

*

(Research and the Elementary Principal)

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PROBLEMS OF CROSS-OVER TEACHERS:
AN OPPORTUNITY FOR CREATIVE PRINCIPALS

We recall having read or heard that as a rule of thumb speakers should begin their presentation with a joke. I am sure you agree that the gravity of the conditions and circumstances surrounding the problem with which we are dealing today suggests that the use of levity might well be classified as criminal.

Kenneth Clark in speaking of these conditions and circumstances, says:

"The clash of cultures in the classroom is essentially a class war. A socioeconomic and racial warfare being waged on the battleground of our schools, with middle-class and middle-class aspiring teachers provided with a powerful arsenal of half truths, prejudices and rationalizations, arrayed against hopelessly out-classed working-class youngsters. This is an uneven balance, particularly since, like most battles, it comes under the guise of righteousness."¹

Phillip Freedman is even more caustic in his comments relative to these conditions and circumstances. He says:

"The Caucasian population of the United States harbors a substantial amount of prejudices directed against Negroes... The teaching staff of our urban areas, drawn chiefly from the Caucasian, middle-class reservoir, share, in some measure, the negative attitudes of the communities from which they spring...these negative attitudes impede the participation of the middle-class Caucasian teachers in programs for the deprived child."²

¹Kenneth B. Clark, Dark Ghetto: Dilemmas of Social Power, New York: Harper and Row, 1965, p. 129.

²Phillip Freedman, "Racial Attitudes as a Factor in Teacher Education for the Deprived Child," as quoted in R. D. Stron (ed.) The Inner City Classroom: Teacher Behaviors, Columbus: Merrill, 1966, p. 95.

It follows that these unhealthy racial attitudes act as a barrier to both the effectiveness of teachers as they work with children and the recruitment of teachers for cross-over assignments. Becker's studies analyzing social-class variations in teacher-pupil relationships reveal that, by reacting to cultural differences, teachers perpetuate the discrimination of our educational system toward lower-class children.³

Gottlieb found a significant difference between Negro and white teachers in their outlook toward their lower-class black students. The white teachers tended to see Negro pupils as high-strung, impetuous, lazy, moody, rebellious, and talkative while Negro teachers tended to see their students as ambitious, cooperative, energetic, fun-loving, and happy.⁴

With the foregoing as a kind of backdrop for our presentation we would like to deal with two dimensions relative to cross-over teachers: teachers teaching children who differ from themselves racially. The first of these dimensions revolves around what they perceive as their most serious problem, while the second revolves

³Howard S. Becker, "Social-Class Variations in Teacher-Pupil Relationship, "Journal of Educational Sociology, XXV, (April, 1952), p. 452.

⁴David Gottlieb, "Teaching the Students: The Views of Negro and White Teachers," Unpublished paper. Michigan State University, August, 1963, pp. 2-3, 9.

around what they think of the experience after having been joined by a much larger number of cross-overs in their situations. In addition to these two dimensions we would also like to examine how these cross-over teachers perceive principals and their actions and in so doing suggest to you that this is your opportunity for creative leadership.

Information related to the first dimension of our concern was gathered in 1969 through a survey of some 233 teachers in three southern states: Texas, Arkansas, and Louisiana. In this survey we were concerned with ~~what~~ cross-over teachers perceived as their specific problems, under what conditions these problems varied, and what implications could be drawn for school administrators. Our sample was made up of 131 white teachers, 99 black teachers, and 3 Latin-Americans. One hundred and five of the 131 whites were teaching on the elementary level as compared with 44 of the 99 blacks, and all three of the Latin-Americans.

In looking at the age distribution of the sample population we found that 57 of the 131 white cross-over teachers were in the 20-24 year age group as compared with six blacks; eighteen whites were in the 25-29 year age group as compared with four blacks; twelve were in the 30-34 year age group for both the whites and blacks and one Latin-American; eight whites were in the 35-39 year age group as compared with 27 blacks and one Latin-American; eight whites were

in the 40-44 year age group while 15 blacks were in this group. In the 45-49 year age group there were five whites and ten blacks, in the 50-54 year age group there were 2 whites, 16 blacks, and one Latin-American; in the 55-59 year age group there were 21 whites and nine blacks. In other words, 43.5 per cent of the white cross-over teachers in our sample were in the 20-24 year age group as compared with six per cent of the blacks. In what we consider as the most productive age group-- 25 to 54 years--we found 40.4 per cent of the white cross-over teachers compared with 84 per cent of the blacks.

In ascertaining the ten most serious problems faced by teachers in cross-over situations, respondents were asked to identify the three most serious ones from a prepared list and in those cases where the problem or problems did not appear on the list respondents were free to add them. Once these choices had been made, weights were assigned and the aggregate weight determined the relative position of the problem in rank order. The ten most serious problems faced by the entire group were, in rank order:

1. Discipline and classroom control.
2. Unfamiliarity with students' backgrounds, race, and/or language.
3. Working with students who have less parental support, resources, and enrichment experiences than those of previous classes.
4. Social isolation.

5. Negative parental reactions as reflected and/or expressed in student behavior.
6. Gaps in communication between teacher and teacher.
7. Gaps in communication between teacher and students.
8. Fear of loss of social and professional status.
9. (Tied for ninth and tenth) Parental and community rejection as reflected in attitudes and behaviors toward the teacher.

Working with teachers of the opposite race.

Inadequate preparation for the experience.

The ten most serious problems faced by white cross-over teachers were:

1. Discipline and classroom control.
2. Working with students who have less parental support, resources, and enrichment experiences than those of previous classes.
3. Unfamiliarity with students' backgrounds, race, and/or language.
4. Inadequate preparation for the experience.
5. Fear of loss of social and professional status.
6. (Tied) Negative parental reactions as reflected and/or expressed in student behavior.

Gaps in communication between teacher and teacher.

8. Gaps in communication between teacher and students.

9. Social isolation.
10. (Tied) Working with teachers of the opposite race.

Fear and insecurity - afraid of the new, the untried, and the unknown.

Unprepared for the prejudices and hostility encountered.

The ten most serious problems faced by black cross-over teachers in our sample were:

1. Social isolation of cross-over teachers.
2. Discipline and classroom control.
3. Negative parental reactions as reflected and/or expressed in student behavior.
4. Unfamiliarity with students' backgrounds, race, and/or language.
5. Working with students who have more parental support, resources, and enrichment experiences than those of previous classes.
6. Gaps in communication between teacher and teacher.
7. (Tied) Working with students who have less parental support, resources, and enrichment experiences than those of previous classes.

Parental and community rejection as reflected in attitudes and behaviors toward teacher

Rejection because of parental expectations as reflected in student behavior.

10. Gaps in communication between principal and teachers.

The problems identified by cross-over teachers as being their most serious ones, conceivably, could have been the most serious problems faced by all teachers. Yet, the problems delineated in this investigation are not in agreement with the findings of Miel,⁵ Claye,⁶ and Jewett.⁷ In the studies reported by these persons the most serious problems were found to be such things as "too much clerical work," "too many extra-curricular duties," "too many problem children," "too many teaching periods," etc.

When we looked at age, as a condition or circumstance under which the problems encountered by cross-over teachers might vary, we found that:

All age groups included "working with students who have less parental support, resources and enrichment experiences than those of previous classes," "social isolation of cross-over teachers," and "unfamiliarity with students' backgrounds, race, and/or language" among the ten most serious problems they faced.

The 20-24, 30-34, 35-39, 40-44, 45-49, 50-54, and 55-59 year age groups placed "discipline and classroom control" in their top ten most serious problems.

⁵Alice Miel, "Barriers to Improved Instruction," Teacher College Record, XLVI (April, 1944), 434-444.

⁶Clifton M. Claye, "Barriers to Effective Teaching," Journal of Negro Education, XXXVIII, (Spring, 1968) 146-152.

⁷Robert E. Jewett, "Why the Able Public School Teacher is Dissatisfied," Educational Research Bulletin, XXXVI (October 19, 1957) 223-244.

"Fear of loss in social and professional status" was included in the ten most serious problems among the 20-24, 25-29, 35-39, 45-49, 50-54 year age groups. "Negative parental reactions as reflected and/or expressed in student behavior" was among the top ranked ten most serious problems facing the 20-24, 25-29, 30-34, 35-39, 40-44, 50-54, 55-59 year age groups. "Fear and insecurity - afraid of the new, the untried, the unknown" was among the ten most serious problems for the 20-24, 25-29, 40-44, 50-54, and 55-59 year age groups. Among the 20-24, 25-29, 30-34, 35-39, 40-44, 45-49, and 55-59 year age groups "gaps in communication between teacher and teacher" was listed among the top ten most serious problems. "Working with teachers of the opposite race" was among the ten most serious problems facing the 20-24, 25-29, 30-34, 35-39, 40-44, and 55-59 year age groups. "Gaps in communication between teacher and students" was among the ten most serious problems faced by those cross-over teachers in the 20-24, 25-29, 30-34, 40-44, and 45-49 year age groups. The 20-24, 30-34, 35-39, 40-44, 50-54, and 55-59 year age groups identified "parental and community rejection as reflected in attitudes and behavior toward them" as one of their ten most serious problems. "Working with principals of the opposite race" was listed among the ten most serious problems facing teachers in the 20-24, 25-29, 35-39, and 55-59 year age groups. The 20-24, 30-34, and 40-44 year age groups

included "gaps in communication between teacher and principal" in their ten most serious problems. The 30-34 year age group included "unfamiliarity with accepted classroom procedures and behaviors" among their ten most serious problems. "Rejection because of parental expectations as reflected in student behavior toward you" was among the most serious problems in the 20-24, 25-29, 30-34, 35-39, 50-54, and 55-59 year age groups. The 50-54 year group included "gaps in achievement" in its list of most serious problems. Being "emotionally unsuited for the assignment" was among the most serious problems for the 25-29 and 55-59 year age groups. "Holding parent-teacher conferences" was among the most serious problems facing the 20-24 year age group. The 25-29, 30-34, 40-44, 45-49, and 50-54 year age groups included "gaps in communication between teacher and community" as one of their most serious problems. The 25-29 and 40-44 year age groups listed "being aware of the many emotional problems of students" as one of their most serious problems. The 30-34, 35-39, 40-44, and 50-54 year age groups included "inadequate preparation for the experience" as one of their most serious problems while being "unprepared for the hostility and prejudices encountered" was included in the list for the 25-29 and 30-34 year age groups. The 25-29, 30-34, 35-39, 40-44, 50-54 and 55-59 year age groups

included "working with students who have more parental support, resources, enrichment experiences than those of other classes" among their most serious problems.

Information related to the second dimension of our concern was gathered through some twelve hundred questionnaires sent out to teachers in cross-over situations in the same three states indicated above: Texas, Arkansas, and Louisiana. These questionnaires were mailed out in early December, 1970, and they were sent directly to the homes of the persons whose names we had secured through personal contacts from local people. In this part of the research we were concerned with what teachers in cross-over situations perceived as their most pleasant experience since crossing over, their least pleasant experience since crossing over, and what, specifically, did they feel that the building principal might do or should have done to decrease the frequency or extent of unpleasantities they had experienced.

The total number of subjects responding to the second questionnaire was 696 : 456 whites and 240 blacks. Again, as in our previous sample the majority of the whites in cross-over situations or assignments were in age groups under 30 and over 55 as compared with the majority of blacks being between the ages of 30 to 54. In fact, 61 per cent of the whites in cross-over assignments were either under 30 or over 55 as compared with 33 per cent of the blacks in these age groups.

The ten most frequently mentioned pleasant experiences which the blacks in our sample had undergone, in rank order, were:

1. Personal relationships with staff.
2. Having children respect you in spite of parental attitudes.
3. Compliments by parents.
4. Being treated as a professional - no harrassment, no long drawn-out staff meetings.
5. Fewer extra-class activities.
6. Seeing the effort made by black children to keep up with class.
7. None
8. Seeing children adjust to each other.
9. Working with more tools, better pupils, and smaller classes.
10. Attendance of parents at the culminating activities of a unit in Social Studies and their enthusiastic acceptance of what was done.

The rank order of the ten most frequently mentioned pleasant experiences enjoyed by whites were:

1. Personal relationships with staff.
2. Having children respect you in spite of parental attitudes.
3. Rapport with children.
4. Feeling of real accomplishment.
5. None
6. Working with children who want to learn.
7. Experiencing the openness of children's feelings.

8. Facing the challenge of helping children learn.
9. Working with more tools, better pupils.
10. Seeing the respect black teachers have for black principals and their willingness to work.

It is interesting to note that the most frequently mentioned pleasant experiences cited by both white and black cross-over teachers might be grouped under the heading "Interpersonal Relations." Granted, the words or phrases differed - the meaning and intent appeared to be identical. Perhaps, this suggests that what most of us need is the feeling that someone cares about and respects us for what we are--not for what they want us to be.

In our efforts to get ^u at the least pleasant experiences encountered by subjects, we also asked them to describe or write a sentence about these experiences. The ten most frequently mentioned least pleasant experiences cited by white cross-over teachers were in rank order:

1. Discipline problems with little or no support.
2. None
3. Being talked down to by Principal - calling you inferior and/or indicating this to supervisor.
4. Racism on the part of blacks as shown through their behavior.
5. Seeing the complete disregard for authority among black students.

6. Being constantly reminded of my color.
7. Attempts to physically harm me on the part of black students .
8. Having a principal with no guts .
9. Being thrust into the experience without adequate preparation for it .
10. Inability to communicate with co-workers .

Among the black cross-over teachers the ten most frequently mentioned least pleasant experiences, in rank order, were:

1. Being ignored.
2. Discipline problems with little or no support.
3. Being talked down to by principal - calling you inferior and/or indicating this to supervisor .
4. None .
5. Having a principal with no guts .
6. Professional jealousy displayed by teachers of the other ethnic group .
7. Hearing snide remarks made by teachers and students of the other race group.
8. Having principal publicly refer to blacks as if they were nobodies - peons .
9. Hearing the incorrect pronunciation of the word "Negro!"
10. Staff dissension - in-fighting for position or favor .

Casual examination of these most frequently mentioned least pleasant experiences by both white and black cross-over teachers again reflects the psychological need on the part of the subjects to be really accepted and appreciated for what they are--with their frailties and shortcomings.

The ten most frequently mentioned, in rank order, suggestions for action on the part of the building principal as cited by black cross-over teachers were:

1. Treat faculty members, black and white as well as students, black and white, the same.
2. Nothing
3. Be professional in conversations and actions.
4. Admit trouble lies ahead and suggest steps which might be taken to avoid it - provide support.
5. Provide more support with discipline problems.
6. Assist in or with parent-teacher conferences - defend teachers.
7. Strive to arrange situations where the races will be forced to interact.
8. Be fair - just.
9. Be consistent - firmer.
10. Converse with teachers on a social level - forget shop sometimes.

White cross-over teachers cited the following action-pointers for building principals most frequently:

1. Provide more support with discipline problems.
2. Nothing
3. Has done all he can do
4. Treat faculty members, black and white, as well as students black and white, the same.
5. Respect teachers - have some guts.
6. Retire
7. Be professional in conversations and actions.
8. See to it that the building gets cleaned daily and that the school gets some supplies.
9. Assist in or with parent-teacher conference - defend teachers.
10. Assist in classroom organizations.

On the survey form used to gather information on cross-over teachers in 1969, we asked respondents to indicate the level on which they were teaching--elementary, junior high school, or

senior high school. Those responding to this questionnaire, for the most part, taught at the elementary level. This was not surprising. In fact, it was anticipated inasmuch as school desegregation had proceeded from grade to grade usually starting at the lowest grade in the school district. One would presume that the thinking behind this design was based on one or more of the following assumptions: (a) a generation of white children can be brought up who would accept desegregation and at the same time a generation of black children can be brought up who would have closed the "achievement gap" by the same time they both reached secondary school, (b) there would be less danger from social interaction at this age level, (c) pupils at this age level would be less likely to resist desegregation, (d) the community would not resist desegregation at this age level as strenuously as it would at the secondary school age level, and (e) pupils at this age level would be more likely to accept teachers of an ethnic group different from themselves.

In this first survey we also found that while a preponderance of cross-over teachers were teaching at the elementary level, black cross-over teachers were about evenly divided between the elementary and secondary levels.

The results of both surveys (1969 and 1970) revealed that approximately 40 per cent of the white subjects in our sample

were under 24 years of age as compared with six per cent of the blacks. In the productive age group (30-54) we found approximately 39 per cent of the white cross-over teachers as compared with approximately 67 per cent of the blacks. Further analysis of these data revealed that 61 per cent of the white cross-over teachers were either under 30 years of age or over 55 years of age as compared with approximately 33 per cent of the blacks in these age groups.

Looking at these data on the age distribution of our sample and at the most serious problems they identified, it is no wonder that for them "discipline and classroom control" was the most serious one they faced. In the case of the white cross-overs, Davis⁷ reckoned that 95 of every 100 teachers are from middle-class origins--a way of life that differs sharply from that of the majority of their pupils. They often undergo an emotional trauma when beginning teaching in situations with lower-class children.

He further said:

Many new (and old) teachers find it impossible to understand the attitudes and values of these pupils; they are puzzled by the students' reactions to the materials and to the instructor, and by their often sullen behavior. The results in many cases is bewilderment, followed by disillusionment and apathy.

⁷Allison Davis, "Society, the School and the Culturally Deprived Student," in Improving English Skills of Culturally Different Youth in Large Cities (eds.) Arno Jewett, Joseph Mersand, and Doris V. Genderson. Washington, D. C., U. S. Government Printing Office, 1964, p. 15.

In the case of the black cross-overs, it appears that the effects of their slave-master race relationship concept suggests that blacks are not supposed to discipline or control whites. In fact, black cross-over teachers often say that they have been specifically told not to attempt too strongly to control or discipline white children--they were to send them to the office for disciplinary action. These persons went further to say that often white children sent to the office for disciplinary actions were just permitted or told to sit for a few minutes and then told to return to their classrooms. This action has tended to produce in children a kind of attitude which says, in effect, "you are not permitted to correct or discipline me--I can treat you as I wish." Obviously, the problem has grown progressively worse and it appears that this behavior on the part of white principals is intentionally designed to prove that blacks are inferior. In any event, the end result is the same for both white and black teachers--disillusionment and apathy.

These data on age groups and problems encountered by cross-over teachers in this new mix lend support to the statements of Clark⁸ and Wayson.⁹

⁸Kenneth B. Clark, "American Education Today," Integrated Education, M. Weinberg (ed.) Beverly Hills, California: The Glencoe Press, 1968, pp. 2-3.

⁹William W. Wayson, "Securing Teachers for Slum Schools," Integrated Education, M. Weinberg (ed.) Beverly Hills, California: The Glencoe Press, 1968, pp. 311-317.

Clark says:

The schools attended by Negro and poor children have less adequate educational facilities than those attended by more privileged children.

Teachers tend to resist assignment in Negro and other underprivileged schools and generally function less adequately in these schools; they are less adequately supervised and they tend to see their students as less capable of learning.

Wayson says:

These schools pose grave staffing problems. On their staffs are many inexperienced or temporarily licensed teachers... It is a common stereotype among both professionals and laymen that the teachers in these schools are incompetent, insufficiently trained, unambitious... Beginning teachers placed in slum schools have to solve two problems simultaneously... One set of problems is involved in the process of becoming a teacher... A second set of problems arises from adjusting to the foreign environment of the slum school.

In other words, the poorer white teachers--poorer by standards of training and experience--are assigned to or they volunteer for formerly predominantly black schools while the better black teachers are assigned to or they volunteer for formerly predominantly white schools. Comparative analysis of the age groups making up our sample population for both ethnic groups support this thesis.

Further analysis of these data suggests that white cross-over teachers have disciplinary problems because of their inexperience, approaching senility, or fear of hurting the feelings of black

students while black cross-over teachers have disciplinary problems because students do not respect them and they are afraid to demand respect from white students.

The problem of "unfamiliarity with students' backgrounds, race and/or language" suggests that the pattern of co-existence between the races in the South - as for that matter, the United States - is two separate islands, one black and one white, with cultural patterns, mores, standards of behavior, etc. which have made it almost impossible for the two race groups to understand and appreciate each other. Now that both race groups have been thrown into the same sea, they are finding it most difficult to enter into any kind of meaningful relationship with each other.

The problem "working with students who have less parental support, resources, and enrichment experiences than those of previous classes" suggests that black cross-over teachers have been assigned to slum or lower class schools within the school district while for white cross-over teachers the problem lends support to the observations of both Clark¹⁰ and Wayson.¹¹

¹⁰ Kenneth B. Clark, "American Education Today," Op. Cit., p. 2.

¹¹ William W. Wayson, "Securing Teachers for Slum Schools," Op. Cit., p. 311.

The high ranking of "Social Isolation" as a serious problem among both white and black crossover teachers suggests that when white teachers go into black schools to teach, they are rejected by their peers in their communities but accepted by the blacks in the school community while blacks who go into white schools are not accepted by whites in the school community nor by blacks in their communities. They both return to their several communities after work where they are evaded by their peers. When this social isolation is considered along with the crying desire or need for acceptance as expressed in the most and least pleasant experiences cross-over teachers have had since crossing over, we can very well understand why black cross-over teachers often hear such remarks as "we met and decided," "the committee decided" and "it was decided last night at the home of" This isolation might also explain why black students are consistently denied the opportunity to represent the white school in any capacity except on the athletic field.

The problems of "parental rejection" might also be explained in terms of isolation. It could be that teachers themselves contribute to this negative rejection through their verbal and non-verbal expressions and behaviors. This assumption is based, in part, on the findings of Davidson and Lang when they indicated that:¹²

¹²H. H. Davidson and G. Lang, "Children's Perception of Their Teachers' Feelings Toward Them As Related to Self-Perception, School Achievement, and Behavior," Journal of Experimental Education, Vol. 29, No. 2, December 1960, pp. 107-118.

- (1) The childrens' perception of their teachers' feelings toward them correlated positively and significantly with self-perception.
- (2) The more positive the childrens' perception of their teachers' feelings the more desirable their classroom behavior.
- (3) Children in the upper and middle-social class group perceived their teachers' feelings toward them more favorable than did the children of the lower social class group.

As we examine the most and least pleasant experiences of cross-over teachers in their particular situations, we see a kind of thread running through them which supports the fact that whites and blacks have been conditioned to look at each other in a particular way. This way of seeing each other affects behavior, and both the attitude and the resulting behavior patterns are communicated to children. It is conceivable that children in their behavioral patterns and attitudes toward teachers who differ from themselves racially, express what has been communicated without ever thinking what it means or maybe they do it out of habit.

Cross-over teachers were once children and the negative reactions of their parents to people whose racial identity differed from their own are expressed in their behavior and this expression leads to rejection. Thus, we find acceptance by the other group in cross-over situations pleasing, and rejection or non-acceptance unpleasant.

The frequency with which this thread kept running through the most and least pleasant experiences of cross-over teachers could account for the apparent fears that underlie their most pressing problems. Harry Rivlin¹³ expressed these fears in these words:

They are afraid they will be trapped in a black-board jungle; they are afraid of physical attack; they are afraid that they cannot deal with the situations they will meet in the schools; and they are afraid they will have to spend their days being policemen rather than teachers.

Analysis of the suggestions for action on the part of building principals, as cited by cross-over teachers, again reveals the need for principals to provide experiences for the staff which are designed specifically to enable them to understand realistically and accept various subcultures--recognizing strengths and positive aspects on which to build. Lohman¹⁴ expresses this need in these words:

... to understand the cultures from which students come, without viewing cultures as right or wrong, superior or inferior, but simply as different. To the extent that a teacher can really come to understand (not necessarily accept or approve) the students' sub-culture, he can come to respect the person from that culture, without necessarily approving of his behavior.

¹³ Harry N. Rivlin, "Teachers for the Schools in Our Big Cities," A Paper prepared for the University of Pennsylvania Schoolmen's Week Program, October 12, 1962, p. 7.

¹⁴ Joseph D. Lohman, Cultural Patterns of Differentiated Youth: A Manual for Teachers in Marginal Schools, Berkeley, California, University of California, n. d., pp. 83-84.

These suggestions further reveal the dichotomy of our concept of discipline: Function or Task, Overt or Covert, External or Internal--existing among both principals and teachers. Those who view discipline as a task or overt control, fear that misbehavior might escalate to disorder and confusion unless dealt with severely and immediately. Those who view discipline as functional or internal control believe that if the teacher is sincere and genuinely interested in the students, problems of misbehavior will not arise. Teachers are suggesting, it appears, that principals should help them discover a way out of this dilemma. Too often, teachers in need of advice feel they cannot turn to their principal or colleagues since to seek help in matters of discipline is misconstrued as an admission of failure, because it is generally believed the good teacher can handle his children. Conceivably, this feeling is heightened in a cross-over situation.

The meaning or intent encouched in the number of cross-over teachers who indicated that their building principals could not or should not do anything about the unpleasanties they experience in their particular situations is interesting. While it was not the purpose of the survey to delve into this meaning or intent, the frequency with which "nothing" was suggested as an action pointer for building principals suggests that several conditions might be operative in the several situations. Among these are: (1) Teachers

have no confidence in the ability of their principals to ameliorate their problems, (2) The problems of teachers in cross-over situations are too big for the building principal to handle, (3) Building principals have more unresolved problems administering the new mix than do the teachers making up the new mix, (4) Building principals are afraid to rock the boat -- they are playing it safe, and (5) Building principals do not have the guts to tackle the problems head on. Whatever the reason or reasons behind the suggestion "nothing," the suggestion itself reveals, to some degree, a lack of confidence on the part of cross-over teachers in the ability of the building principals to assist them in the solution of their problems.

The posture of America as it relates to race relations, the problems of cross-over teachers--their fears, frustrations, concerns, apprehensions, the pleasant experiences they are having in your schools, the suggestions they made regarding your role, the age group to which the majority belong, and their inability to communicate with each other--students, and parents--all combine to provide you a wonderful opportunity to demonstrate in a positive way your creativity.

We all know that the extent to which teachers are successful in classrooms and satisfied with working conditions depends, in a large measure, on the building principal. Building principals are in their positions presumably because they have demonstrated

understanding and empathy for the clientele of the school in which they serve; they have demonstrated that they are cognizant of learning and behavioral difficulties; and they have shown enthusiasm and success in working with the kind of people making up the school community. In other words, they are in their present positions because they perceive their major function to be one of coordinating staff efforts. Thus, we might safely conclude that they are keenly aware that their attitudes toward education, their expectations of teachers and students, and their relationships with teachers and students influence the success of both teachers and students.

Here then is your opportunity to:

1. Identify yourself with the major problems confronting teachers - you are more than "runners of the store."
2. Maintain realistic classroom expectations - you do not expect all or even most children to measure up to grade level - in a normal group this is an arithmetic impossibility.
3. Communicate to teachers that you do not expect all children to finish a prescribed textbook - that you rely on teachers' judgment to maintain realistic outcomes for individual students.
4. Mediate expectations by encouragement rather: than threat; support rather than dictate.
5. Communicate to teachers that you perceive "rapport" to be based on mutual effort rather than on your role as "teacher evaluator."
6. Provide emotional support for entire staff.

7. Set up pre-school conferences for newly assigned teachers to participate in daily workshop sessions on such things as "understanding the community," "developing interpersonal relations skills," "classroom practices," and "what to do in any contingency" rather than on school district policies, procedures and routines.
8. Initiate in-service education programs not predicated on the assumption that all teachers have the same needs.
9. Provide resources for developing improved conference skills and techniques among staff.
10. Develop strategies to involve the entire school community in the educational program rather than the vocal or literate few.
11. Let teacher training institutions know that you not only expect, but demand, that they provide instruction to prospective teachers in handling instances of pupil misconduct.
12. Let teacher training institutions know that you not only expect, but demand, that prospective teachers participate in "shock sessions" in which they become knowledgeable about the real world.
13. Set up in your school and its community "encounter groups" between and among teachers, community people, and students.
14. Set up or develop strategies for developing improved interpersonal relations skills between and among teachers, students, and parents.
15. Become a "conflict moderator."

National Association of Elementary School Principals
1971 Annual Meeting
Cleveland, Ohio

Research and the Elementary School Principal

**Problems of Cross-Over Teachers:
An Opportunity for Creative Principals**

Clifton M. Claye
Texas Southern University
Houston, Texas



April 19, 1971
28

U.S. DEPARTMENT OF HEALTH,
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TABLE I
DISTRIBUTION OF RESPONDENTS TO FIRST QUESTIONNAIRE
BY SEX, RACE, AND LEVEL TAUGHT

RACE	FEMALE			MALE			TOTAL
	ELEM	JUNIOR HIGH	SENIOR HIGH	ELEM	JUNIOR HIGH	SENIOR HIGH	
White	105	13	4	6	3	0	131
Black	44	6	22	0	10	17	99
Chicano	3	0	0	0	0	0	3
Totals	152	19	26	6	13	17	233

TABLE II
DISTRIBUTION OF RESPONDENTS TO FIRST QUESTIONNAIRE
BY AGE AND RACE

RACE	AGE GROUP								TOTAL
	20- 24	25- 29	30- 34	35- 39	40- 44	45- 49	50- 54	55- 59	
White	57	18	12	8	8	5	2	21	131
Black	6	4	12	27	15	10	16	9	99
Chicano	0	0	1	1	0	0	1	0	3
TOTALS	63	22	25	36	23	15	19	30	233

TABLE III
AVERAGE RANK OF PROBLEMS AS REPORTED
BY TOTAL GROUP OF TEACHERS

	Total N = 233	Negro N = 99	White N = 131
	Rank	Rank	Rank
Discipline and classroom control	1	2	1
Unfamiliarity with students' backgrounds, race, and/or language	2	4	3
Working with students who have less parental support, resources, and enrichment experiences than those of previous classes	3	8	2
Social isolation of cross-over teachers	4	1	9
Negative parental reactions as reflected and/or expressed in student behavior	5	3	6.5
Gaps in communication between teacher and teacher	6	6	6.5
Gaps in communication between teacher and student	7	NR	8
Parental and community rejection as reflected in attitudes and behavior toward you	10	8	NR
Working with teachers of the opposite race	10	NR	10
Inadequate preparation for the experience	10	NR	4
Rejection because of parental expectation as reflected in student behavior	NR	8	NR
Working with students who have more parental support, resources, and enrichment experiences than those of previous classes	NR	5	NR
Gaps in communication between principal and teacher	NR	10	NR
Fear and insecurity--afraid of the new, the untried, and the unknown	NR	NR	10
Working with teachers of the opposite race	NR	NR	10
Unprepared for the prejudices and hostility encountered	NR	NR	10
Fear of loss in social and professional status	8	NR	5

Legend: NR -- Not ranked by this group in top ten.

TABLE IV
COMPARISONS OF MOST PRESSING PROBLEMS
BY AGE AND RACE FOR ELEMENTARY SCHOOL TEACHERS

PROBLEMS	RANK ORDER BY AGE GROUP															
	20-24		25-29		30-34		35-39		40-44		45-49		50-54		55-59	
	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N
Discipline and class-room control	1					1	2	1	2	6	1			1	2	1
Fear of loss in social and professional status	2		9.5				5				8			9		
Negative parental reactions as reflected and/or expressed in student behavior	3	6.5	9.5		8	3	6	4		9			6			9
Fear and insecurity--afraid of the new, the untried, the unknown	4.5		9.5							3				8	4	2
Working with students who have less parental support, resources, and enrichment experiences than those of other classes	4.5	2	1	1.5	2.5	5.5	3		1	7	2		2		1	4
Gaps in communication between teacher and teacher	6		9.5		10	5.5	7	5	5		3				7	10
Working with teachers of opposite race	7.5		9.5		6.5			9		5					10	
Gaps in communication between teacher and students	7.5	6.5	3.5		10				6	4	7					
Social isolation of cross-over teachers	10.5		3.5	1.5		2	10	2	3	2	4			3	9	
Parental and community rejection as reflected in attitude and behavior toward you	10.5						9	8	6	10				4		6

TABLE IV Continued

PROBLEMS	RANK ORDER BY AGE GROUP															
	20-24		25-29		30-34		35-39		40-44		45-49		50-54		55-59	
	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N
Working with principals of the opposite race	10.5	6.6	9.5					3							5	
Gaps in communications between teacher and principal	10.5				10				8							
Unfamiliarity with students' backgrounds, race and/or language		1	2		2.5	5.5	1		4	1	5		1		3	3
Unfamiliarity with accepted classroom procedures and behavior					1											
Rejection because of parental expectations as reflected in student behavior		6.5	9.5			10	9	7						5		7
Gaps in achievement													3			
Emotionally unsuited for the assignment			9.5													8
Holding parent-teacher conferences		2														
Gaps in communications between teacher and community				4	5				7	8	6		4	7		
Being aware of the many emotional problems of students				3					9							
Inadequate preparation for the experience					4		4			9					6	

TABLE IV Continued

PROBLEMS	RANK ORDER BY AGE GROUP															
	20-24		25-29		30-34		35-39		40-44		45-49		50-54		55-59	
	W	N	W	N	W	N	W	N	W	N	W	N	W	N	W	N
Unprepared for the hostility and prejudices encountered			6.5			8										
Working with students who have more parental support, resources, enrichment experiences than those of other classes			2			5.5	6				10			2	8	5

TABLE V
DISTRIBUTION OF RESPONDENTS TO SECOND QUESTIONNAIRE
ACCORDING TO RACE AND AGE GROUP

RACE	AGE GROUP								TOTAL
	20- 24	25- 29	30- 34	35- 39	40- 44	45- 49	50- 54	55- 59	
WHITE	160	64	48	48	8	32	40	56	456
BLACK	12	52	40	48	44	8	20	16	240
TOTALS	172	116	88	96	52	40	60	72	696

TABLE VI
THE TEN MOST PLEASANT EXPERIENCES
OF TEACHERS IN CROSS-OVER SITUATIONS

BLACKS	WHITES
1. Personal relationships with staff	1. Personal relationships with staff
2. Having children respect you in spite of parental attitudes	2. Having children respect you in spite of parental attitudes
3. Compliments by parents	3. Rapport with children
4. Being treated as a professional - no harrassment, no long, drawn-out staff meetings	4. Feeling of real accomplishment
5. Fewer extra-class activities	5. None
6. Seeing the effort made by black children to keep up with the class	6. Working with children who want to learn
7. None	7. Experiencing the openness of children's feelings.
8. Seeing children adjust to each other	8. Facing the challenge of helping children learn
9. Working with more tools,	9. Working with more tools, better pupils
10. Attendance of parents at the culminating activities of unit in social studies and their enthusiastic acceptance of what was done.	10. Seeing the respect black teachers have for black principals and their willingness to work

TABLE VII
THE TEN LEAST PLEASANT EXPERIENCES
OF TEACHERS IN CROSS-OVER SITUATIONS

BLACKS	WHITES
1. Being ignored	1. Discipline problems with little or no support.
2. Discipline problems with little or no support	2. None
3. Being talked down to by principal - calling you inferior and/or indicating this to supervisors.	3. Being talked down to by principal - calling you inferior and/or indicating this to supervisors.
4. None	4. Racism on the part of blacks as shown through their behavior.
5. Having a principal with no guts	5. Seeing the complete disregard for authority among black students.
6. Professional jealousy	6. Being constantly reminded of my color.
7. Hearing snide remarks made by teachers and students of the other race.	7. Attempts to physically harm me on the part of black students.
8. Having principal publicly refer to blacks as if they are no-bodies - peons.	8. Having principal with no guts.
9. The incorrect pronunciation of the word "Negro."	9. Being thrust into the experience without adequate preparation for it.
10. Staff dissension - in fighting for position or favor	10. Inability to communicate with co-workers.

TABLE VIII
THE TEN MOST FREQUENTLY MENTIONED
SUGGESTIONS FOR ACTION ON THE PART OF BUILDING PRINCIPAL

BLACKS	WHITES
1. Treat faculty members - black and white as well as student, black and white, the same.	1. Provide more support with discipline problems
2. Nothing	2. Nothing
3. Be professional in conversations and actions	3. Has done all he can do.
4. Admit trouble lies ahead and suggest steps which might be taken to avoid it - provide support	4. Treat faculty members, black and white, as well as students, black and white, the same.
5. Provide more support with discipline problems	5. Respect teachers - have some guts.
6. Assist in or with parent-teacher conference - defend teachers	6. Retire
7. Strive to arrange situations where the races will be forced to interact	7. Be professional in conversations and actions.
8. Be fair - just	8. See to it that the building gets cleaned daily and that the school gets some supplies
9. Be consistent - firmer	9. Assist in or with parent-teacher conferences - defend teachers
10. Converse with teachers on a social level - forget shop some times	10. Assist in classroom organizations

If you were to ask me to spell out the specific details whereby you might demonstrate your creativity in the situation where you are, I am afraid that I can only react by suggesting that the discovery of the specifics for your particular situation is a part of the process.

If you remember the days of the Chinese-Japanese War when the Chinese were being driven further and further back into the hinterlands and it appeared that all of China would be lost, the leaders of the Chinese army went to a philosopher--a teacher--and asked for a slogan or a motto around which the Chinese army would rally and defeat the enemy. The teacher replied, "I can give you no slogan, but I can give you a prayer, and that prayer is this: "Oh, God, Please Help my China, and Oh God, please start with me. "

In your efforts to find a way out of the situation in which we find ourselves, I give you that prayer: "Oh, God, please help America, and Oh, God, please start with me. "